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Overall	 	<ul style="list-style-type: none"> Promote the early childhood agenda with statewide constituents and interested parties Incorporate the use of kindergarten readiness definition and screener data into professional development, into STARS, use by the CECCs, etc. 	YTD, Terry Tolan has presented to community groups in Bowling Green, London (2), Leitchfield, Princeton, Hopkinsville, and Louisville (2). She (with ECAC members) also presented at the KSBA conference, the CECC 2012 Annual Institute, the Preschool Institute in Northern KY and Corbin, the Cooperative Extension Conference, the KASA Conference, the Infant Toddler Conference, the Henderson ribbon cutting, Elizabethtown, the Governor's Local Issues Conference, the KAECE Conference, the FRYSC Fall Conference, the Ashland RTC Conference, the Northern Quality meeting and the Ashland RTC Institute. In addition we co-hosted the Heckman Lunch Event for 250 community leaders with the Prichard Committee and the Kentucky Chamber of Commerce.
Program investment Makes budget recommendations on Kids Now program funding		<ul style="list-style-type: none"> Implement a more robust program review process that includes analysis of overall funding, dollars leveraged, outcomes data and unmet needs. 	The Fund for Transforming Education in Kentucky has been established and will be available for funding and projects for preschool through high school. The Program Investment Committee will discuss potential funders and projects at our next meeting, TBD. Suggestions are welcome.
Assessment Recommend number and type of screening tools Promote Standards, Definition and data collection	    	<ul style="list-style-type: none"> Screener identified Staff trained Screener administered Data collected and widely shared Revise Early childhood Standards to reflect 5 domains Incorporate changes into the assessment guide and parent guides 	<p>The Assessment Subcommittee has separated into two workgroups to address the next phase of their work. Below is an update on the activities of each team:</p> <p>Parent Guide Workgroup – This group was convened to look at updating the parent guides to 1) Include the Kentucky Definition of School Readiness 2) Include references on Approaches to Learning and 3) To align language changes with the Head Start Child Development and Early Learning Framework. The team has held several conference calls to facilitate the work and will submit their updates to ECAC at the November 15th meeting.</p> <p>Continuous Assessment Guide (CAG) Workgroup – Like the Parent Guide team, the CAG workgroup has convened to include the Kentucky Definition of School Readiness, Approaches to Learning , and to align changes with the Head Start Child Development and Early Learning Framework. In addition to this work, the team is also considering which assessments should be included in the CAG. Therefore, the team has split their work into two phases. The objective of the first phase will be to complete the work around updating the language to include the School Readiness Definition, Approaches to Learning, etc. The second phase will include the work necessary to recommend changes to the list of</p>

			assessments that appear in the CAG. Phase one work is scheduled to be completed by November 1 and phase two by the May 2013 meeting of ECAC.
Community Collaboration Align CECC funding with local collaboration goals Promote collaboration competencies	   	<ul style="list-style-type: none"> • Begin to create models for excellent CECCs, able to deliver on the vision of our work at the local level. • Build competencies in assessment, using kindergarten screener data, engaging families and community change models • Build a plan for regular communication with all CECC members • Consider some capacity building incentive for creating local models (community planning grants to develop local plans for change) as additional competitive grants 	<p>The last meeting of the Community Collaboration Subcommittee was on Friday October 19th. The agenda included updates from the Governor's Office of Early Childhood staff regarding the status of Community Early Childhood Council funding and preparations for the 2013 CECC Annual Conference. The conference will be held on March 14-15th at the Center For Rural Development in Somerset, Kentucky. All other details are being developed. Lacy McNary chair of the Community Engagement Subcommittee also reported on the results of their survey of CECCs communication capacity.</p> <p>The Subcommittee discussed strategies for the end of 2012 and 2013. The team agreed that the next several meetings will focus on inviting councils from across the State to present their best practices. Committee members will look at several factors to select the councils they will invite to present that include: council size, capacity, proposed activities, location, etc.</p> <p>The committee will gather data during the interviews and prepare an aggregate report that will be shared with the ECAC.</p>
STARS for KIDS NOW Improve quality early care and education. Increase STARS participation across public and private sectors	   	<ul style="list-style-type: none"> • Retool/ improve the current rating system. • Continue to crosswalk public, Head Start and child care standards • Conduct research needed to establish what the unit cost is for each star level and develop a plan for sustainability • Aggressively promote participation in STARS 	<p>Currently updating crosswalk to include new regulations/requirements in State Funded Pre-K, Head Start and Child Care as well as adding Early Head Start; looking into feasibility of restructuring STARS system into a hybrid system with block requirements at the lower levels and point systems at higher levels. The KY team will present our experiences related to 'Streamlining QRIS standards based on your state's knowledge and data-base experience with providers', specifically modeling around the effects of changing standards" to the BUILD Learning Table at the end of November. Researching Child Trends Evaluation, the Parent, Family and Community Engagement Framework and other states' systems for QRIS.</p>
Data Systems Identify type and level of data in	 	<ul style="list-style-type: none"> • Identify the strategic questions we are trying to answer • Integrate all necessary early 	<p>P20 is in the process of drafting an early childhood feedback report. The report will be organized by county and will be disseminated in the Spring of 2013. Key indicators of early childhood programs at the community level, such as the k-readiness screening results and</p>

<p>the longitudinal data system</p> <p>Encourage private sector data inclusion</p>	 	<p>childhood data</p> <ul style="list-style-type: none"> Identify missing data needed to answer the questions Plan for the timely integration and dissemination of kindergarten entry data including demographic markers 	<p>status of child care quality, will be included. The draft of the feedback report will be reviewed by key government representatives and the data committee before the end of 2012. The final draft will be shared with the ECAC in January.</p>
<p>Professional Development</p> <p>Integrate public and private PD system</p> <p>Encourage cross system collaboration</p> <p>Develop a PD Lattice</p>	   	<ul style="list-style-type: none"> Develop a master plan for creating a highly effective, accessible, and integrated professional development system for early childhood educators Revise the core content with specific enhancement of training on kindergarten readiness, assessment/screener, family engagement, and CLASS or other measures of interaction Create a technical assistance/coaching credential Enhance the Trainers' competencies to deliver high quality training including strengthen distance learning capacity, FET principles, and increased application of best practices 	<p>Consumer Sciences Early Childhood Classes through Institutions of Higher Education Early Care and Education degree programs. The Professional Development 3 sub-work groups are being staggered in time.</p> <ul style="list-style-type: none"> Core Content Work Group is being formed Technical Assistance/Coaching Workgroup is being co-chaired by John Roden and Nancy Lovett Trainers' competencies Workgroup is being co-chaired by Chris Kelly and Rebekah Duchette <p>The Trainers Survey list for the National Professional Development Center on Inclusion-Planning Matrix, The Landscape is being formed. These groups have been contacted for request of trainers names: Credentialed Trainers, IHE Faculty, County Extension, Head Start, First Steps, Preschool, RTC</p> <p>Training Coordinators have been informed of the Matrix survey so they will be able to answer and refer questions in their geographical area.</p> <p>A possible need of a higher education work group is being considered.</p> <p>A Professional Development Summit is being discussed as an opportunity: to make what was learned from the Landscape Survey Data and to coordinate cross sector professional development systems (with emphasis upon addressing improving school readiness data... individualized by each communities needs).</p>
<p>Community Engagement</p>		<ul style="list-style-type: none"> The goal of the Community Engagement committee is to build public and private 	<p>The Community Engagement committee has been busy. We have been focusing our efforts on assessing the communication capacity of the early childhood community in the state. We did this through a web-based survey. The survey results will assist the committee, the ECAC</p>

Establish tools and processes for engaging citizens in advocacy for early childhood	  	<p>will to ensure that all children are ready for school</p> <ul style="list-style-type: none">• Establish an attractive and informative web presence• Create and implement a plan for regular communication with all constituent groups• Focus on celebrating successes	<p>and the Governor’s Office of Early Childhood in building the public will to support early childhood programs. The committee presented the findings and the first communications training to the Community Early Childhood Councils. The plan is to develop 12-14 messages over the next year to be collectively distributed that build support for early childhood programming.</p>
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